

CHAPTER 4:

Benchmark: Plan and Evaluate



Introduction

In the context of cultural competence, benchmarking involves stopping to look at how your agency provides services to people of different cultures and planning ways to improve. As you compare your agency's performance with best practices, you can continually improve.




Benchmarking involves evaluating your performance, planning and conducting ongoing assessments to mark progress. As you read this chapter, bear in mind that planning, assessment and evaluation are three separate processes. This chapter provides a brief overview of each but is mainly concerned with how they are interrelated.

In chapter 4 you will find an overview of promising practices in planning and evaluation, assessment tools, a clear framework for cultural competence planning (summarized in Tool 4.2) and links to assessment resources.





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CLAS Standards Covered

Standard 8: Develop a written, strategic plan on providing culturally and linguistically appropriate services

Standard 9

- Conduct ongoing self-assessments
- Integrate CLAS evaluation into internal performance evaluations
- Implement measures to assess change and capacity

Step 1: Appoint a Cultural Competence Committee

Like most agencies, yours is likely pressed for time and overworked. Unless you set a date and assign someone the responsibility, you may never get to planning for CLAS.

Planning for culturally and linguistically appropriate services is most successful when all members of an organization are involved. It is a good idea, then, to organize a cultural competence committee.

The role of a cultural competence committee is to oversee and plan for cultural and language initiatives within your organization. A committee that takes responsibility, ownership and accountability for cultural competence can make cultural competence a natural part of an organization.

In conversations with a variety of public health agencies in Massachusetts, the Massachusetts Department of Public Health found that having a cultural competence committee was closely linked with successful CLAS programs.¹ The following answers are based on promising practices from these agencies.

“Much of our success in becoming a culturally competent organization comes from the leadership and our focus on the mission. Cultural competence is integrated into the way we do things. It’s so much a part of who we are.”

– A Worcester provider



Cultural Competence Committees

Who should be part of this committee?

Choose a representative group that includes leadership and staff from a variety of levels and departments. Involving key members of the community, such as cultural brokers (see Glossary) can be beneficial.

What is the role of a cultural competence committee?

The committee should aim to:

- Incorporate cultural competence into mission, goals and operations
- Become familiar with CLAS standards
- Evaluate the agency’s ability to meet CLAS standards
- Increase awareness of cultural competence
- Identify areas for improvement
- Set goals to improve cultural competence
- Divide goals into manageable tasks
- Ensure that hiring, data collection, systems and operations meet cultural competence goals
- Integrate the diversity mission, goals and action points into staff trainings
- Organize ongoing evaluations

Step 2: Assess Your Cultural Competence

A cultural competence assessment is essential to developing a successful cultural competence plan. This initial self-assessment can help your agency think of cultural competence in specific, actionable ways and help you identify areas for improvement. You may even find that you have been meeting some CLAS requirements all along.

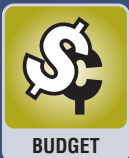
Topics to Explore

The following questions offer a starting point for assessments^{2,3}:

- Whom are we currently serving?
- Who are the service populations in our area, and how well are we serving them?
- How well are we meeting the needs of culturally and linguistically diverse populations?
- Are diverse populations in the service area using our services?
- Are there any barriers to accessing our services? How can we address these?
- How can we better meet the needs of existing and potential clients?
- How is cultural competence a part of our policies, structures and practices?
- Are we effectively using our funds?
- Are we allocating personnel resources effectively?
- Does our staff reflect the diversity of the people we serve?
- How can we better distribute resources to improve our services for people with diverse cultural and linguistic backgrounds?
- What are our strengths?
- What areas do we need to improve on?

Tips for successful assessments:²

- Create a safe, non-judgmental environment in which participants feel they can be honest and openly share experiences and perspectives.
- Seek opinions from many different sources (staff, patients, families, stakeholders, constituency groups).
- Be clear about how you will use the information collected in surveys.



BUDGET

Where can I find free cultural competence assessments?

You can find a number of free assessments online. A few good resources include:

HRSA Organizational Cultural Competence Assessment Profile

US Department of Health and Human Services, Health Resources and Services Administration

<http://www.hrsa.gov/culturalcompetence/indicators/default.htm#Assessing>

Cultural Competency Health Practitioner Assessment

National Center for Cultural Competence, Georgetown University

<http://www11.georgetown.edu/research/gucchd/nccc/features/CCHPA.html>

Conducting a Cultural Competence Self-Assessment

SUNY/Downstate Medical Center, Brooklyn, NY

<http://erc.msh.org/provider/andrulis.pdf>

Assessment is the process of examining documenting, with the use of specific indicators (measures), knowledge, skills, attitudes and beliefs that contribute to cultural competence in organizations.

– Health Resources and Services Administration⁴



TOOLS

See:
Tool 4.3: Assessment Tools

Step 3: Frame CLAS Within Your Vision, Mission and Goals

The inspiration behind a practical plan, a vision, mission, and values statement offers a framework to focus goals, policies and activities. This can define your agency's identity, beliefs and purpose.

Because most agencies have an existing mission statement, developing separate vision and mission statements would be impractical. As you begin planning, think of how to make cultural competence part of your agency's overall vision, mission and values. Valuing diversity should be the framework for your agency's mission and goals.

Consider how cultural competence fits into your organization's beliefs.

Have you documented your agency's commitment to meet the needs of diverse clients? How would you ideally like to work with clients with different backgrounds? What would you like clients to say about their experiences with your organization?

Your organization is likely applying principles of cultural competence in the way it serves clients. Your belief system may currently reflect the value of diversity. If so, put this in writing. Use it to remind everyone of what you believe and what you would like to accomplish. Post your vision, values and mission in places where staff and clients can see them.

The following chart offers an example of how cultural competence can be incorporated into an organization's vision, mission and goals.

Vision

Defines where the organization wants to be in the future. It reflects the optimistic view of the organization's future.

Mission

Defines where the organization is going now, describing why this organization exists.

Values

Beliefs that are shared among the stakeholders of an organization. Values drive an organization's culture and priorities.

Source: Wikipedia (2008)⁵

Massachusetts Department of Public Health's Diversity Vision, Mission, Goals

Vision

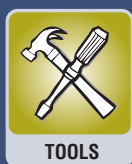
To support the success of health care reform, eliminate racial and ethnic health disparities, promote wellness, manage chronic disease, build public health capacity at local and state levels and maintain a commitment to core public health activities.

Mission

To serve all the people in the Commonwealth, particularly the under-served, and to promote healthy people, healthy families, healthy communities and healthy environments through compassionate care, education and prevention. Your health is our concern.

Values

To advance the objectives of the MDPH by facilitating an inclusive work environment that embraces the diversity of its staff and programs, encourages an atmosphere of mutual respect, and enhances awareness of issues related to health equity.



See:
Tool 4.1: Developing a Cultural Competence Mission

Setting Goals

A vision and mission allow you to think about how things should be. With goals, you go beyond thinking to doing. Goals are your bridge to action.

As you set goals, be practical and realistic. Set broad goals for what you

would like to accomplish. Then, outline the steps to make goals possible with the time and resources you have available.

It also helps to divide goals into smaller objectives and tasks. If your goals are too broad, you can become discouraged. Goals should be SMART.

Goals are your bridge to action. As you set goals, be practical and realistic. Set SMART goals.

SMART Goals	
SMART is a term used in project management that offers a way to evaluate how realistic and achievable objectives are. SMART goals are:	
Specific	Clear and detailed about what you would like to accomplish
Measurable	Specific ways to measure progress
Achievable	Can realistically be accomplished with the resources you have
Relevant	Make a difference, and make sense
Timely	Linked to time limits and deadlines
Adapted from Wikipedia (2008) ⁶	



Step 4: Develop a Written, Strategic Cultural Competence Plan

Benefits of a Written Plan

Time is a rare commodity. Your priority, as a public health professional, is to meet client needs. Most agencies have a plan in place, so why spend more time planning? Putting cultural competence plans in writing requires an upfront time investment. However, having a written, organized document that reflects and outlines your cultural competence efforts can save time and money.

As you develop a written plan, use information from the initial cultural competence assessment to set goals, plan, and improve. If you have organized one, your cultural competence committee should oversee the planning. At the very least, you should gather a representative group of staff and leaders and set aside the time to plan.

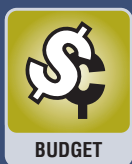
Integrating Cultural Competence into Your Plan

An ideal plan should incorporate cultural competence into existing goals and activities. Rather than creating a separate plan, make cultural competence a common thread

throughout your plan.

- Incorporate cultural competence into your mission, policies and operations.
- Outline clear, long-term and short-term goals.
- Detail measurable objectives.
- Have clear timelines.
- Identify and allocate resources (financial, human).
- Assign tasks to specific staff members.
- Include partnership goals (community, interagency, clients).
- Plan strategies to address six major areas of cultural competence:
 - Awareness and training
 - Community partnerships
 - Race, ethnicity and language data collection
 - Ongoing planning and evaluation
 - Hiring and retention
 - Language access services

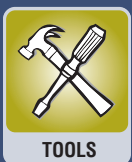
Planning is both the organizational process of creating and maintaining a plan and the process of thinking about the activities required to create a desired goal on some scale.



BUDGET

A written plan can help agencies:

- Ensure day-to-day operations run smoothly
- Make the best use of resources: funds, people, materials
- Be RFR- and contract-ready by having data, a written plan, and documented proof of adherence to CLAS standards
- Anticipate and plan for changing needs



TOOLS

See:
Tool 4.2: Cultural Competence Planning Worksheet

A Model for Cultural Competence Planning

The six areas of action described in this guidance manual can serve as a framework for a cultural competence plan. This model is based on the Culturally and Linguistically Appropriate Services (CLAS) standards and groups the 14 standards into six core areas. The steps outlined in each chapter point to key objectives, and checklists at the end of each chapter offer ideas for tasks within each objective.

“You have a successful cultural competence plan when cultural competence is integrated into everything you do. It is just part of who you are.”

– A Southeast Massachusetts public health professional

A Model for Cultural Competence Planning

GOALS					
Foster Cultural Competence	Build Community Partnerships	Collect Diversity Data	Benchmark: Plan and Evaluate	Reflect and Respect Diversity	Ensure Language Access
OBJECTIVES					
1. Understand 2. Develop 3. Deliver 4. Train	1. Partner 2. Involve 3. Engage 4. Share	1. Identify 2. Standardize 3. Integrate 4. Assess 5. Share	1. Appoint 2. Assess 3. Frame 4. Plan 5. Evaluate 6. Benchmark	1. Reflect 2. Recruit 3. Retain 4. Respond 5. Resolve	1. Identify 2. Assess 3. Plan 4. Deliver 5. Adapt

Step 5: Conduct Ongoing Assessments

Becoming culturally competent is an ongoing process. A plan is only the beginning. Clients and their needs are constantly changing. Agencies must be prepared to adapt by evaluating progress in culturally competent care on a regular basis.

You may use less formal settings, such as staff meetings and monthly reviews, to evaluate your progress. It is also important to periodically conduct a formal self-assessment, similar to the initial cultural competence assessment.

Consider ways to incorporate cultural competence into existing evaluation processes. For example:

- Include questions about cultural competence in performance evaluations.
- Evaluate potential employees on their ability to meet the needs of ethnically and linguistically diverse clients.
- Consider the cultural competence (language skills, ability to work respectfully with diverse clients) of employees when promoting and retraining them.
- Include cultural competence assessments in annual meetings.
- Add cultural competence questions to staff orientation materials and yearly reviews.⁸

Dynamic process areas identified in assessments can feel overwhelming. Early assessments often reflect a need to improve in each area. This does not indicate that an agency is not progressing. On the contrary, it may be a sign that the agency is becoming more sensitive to client needs. If your agency is in this situation, keep in mind that cultural competence is a process. Identifying areas for growth is a major step toward gaining cultural competence skills.

Benefits of Assessment

Cultural competence assessments offer a real, quantified picture of your agency's progress. Assessments can also make your agency more competitive by preparing you to meet contract requirements. By completing assessments on a regular basis, your agency becomes prepared to offer proof of your efforts to meet CLAS standards. By evaluating progress on a regular basis, you will avoid last-minute preparations for inspections or Requests for Responses (RFRs).

Cultural competence assessments should evaluate:

- Hiring practices and policies
- Staff diversity measures
- Client satisfaction levels
- Language services
- Collection of race/ethnicity and language data
- Community partnerships

Step 6: Benchmark: Use Assessment Data to Improve

In the process of becoming culturally competent, mark progress against benchmarks and seek ways to improve services. The goal is to maintain realistic expectations and improve gradually through regular evaluations and planning.

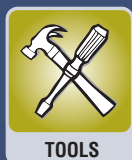
Use data collected on your clients' race, ethnicity and language as part of regular evaluations. Compare improvements in service with the results of self-assessments. Look for patterns and common elements: Are patient satisfaction levels increasing along with your agency's ability to provide language services? Is the health of diverse clients increasing? Is your staff diversity increasing? Are your population records up-to-date?

In brief, make sure you are using the data you worked so hard to collect. It will give you a reflection of how far you have come and help you:

- Identify promising practices
- Adapt plans according to assessment outcomes
- Identify cultural competence goals and evaluate your progress at regular intervals
- Set priorities for your organization
- Develop strategic plans with goals and objectives
- Allocate resources to accomplish strategic plan goals
- Sustain and maintain partnerships with community stakeholders
- Base the planning and development process on concrete information

For more information on race, ethnicity and language data collection, see Chapter 3: Collect Diversity Data.

Mark progress against benchmarks and seek ways to improve services. The goal is to maintain realistic expectations and improve gradually through regular evaluations and planning.



See:
**Tool 4.3: Assessment
Resources**

Conclusion

Using benchmarks can benefit your organization and your clients. As you develop an organized approach to cultural competence:

- 1) **Appoint** a cultural competence committee.
- 2) **Assess** cultural competence.
- 3) **Frame** cultural competence within your vision, mission and goals.
- 4) **Develop** a written, strategic plan.
- 5) **Evaluate** progress through ongoing CLAS assessments.
- 6) **Use** assessment data to improve.

Following this process will enable your agency to mark cultural progress in measurable ways. A consistent, planned approach will also offer concrete documentation when your agency is seeking funding or meeting contract requirements. Most importantly, it will allow you to better serve your clients.





Case Study 4: Improving Evaluations, Improving Access

- The Program:** Family TIES
Massachusetts Department of Public Health (MDPH),
Division for Perinatal, Early Childhood & Special Health
Needs, Office of Family Initiatives
- Services:** Information, referral, education and parent-to-parent
matching for families of children with special health care
needs and their providers
- Client Diversity:** White (63%), Hispanic (12%), African American (9%),
Haitian-Creole (6%), Asian (3.5%), American Indian (0.6%),
African (0.4%), Other/Unknown (5%)

Background

The Family TIES program (FTS) is a parent-inspired, parent-designed and parent-staffed organization dedicated to assisting families whose children have special health care needs—offering education, outreach, referrals and information about community resources and parent-to-parent connections. FTS works through coordinators, located in the six MDPH regional offices, who are all parents of children with special health needs.

Challenge

Assessing Cultural Competence

FTS, is a program of the MDPH Children and Youth with Special Health Care Needs (CYSHCN) Program, which, as a recipient of federal funding is mandated to develop a community-based, family-centered system of care that is responsive to the needs of diverse families. The CYSHCN program reports annually to federal funders on a variety of indicators, including family involvement facilitated through the Office of Family Initiatives. Family members who work with and for MDPH score the department in six areas. While the program received high ratings in five areas, they had consistently scored lower in the cultural engagement objective.

Approach

FTS has worked strategically to strengthen its ability to serve families with diverse backgrounds. FTS's efforts are summarized in this case study.

Frame Competence within Vision and Goals

The program translated its vision into a specific strategy: to conduct at least 10 visits annually to key community-based organizations to build relationships that support the participation of diverse families of children with special health care needs with the program and MDPH.

Develop a Strategic Plan

To translate their vision into action, Family TIES developed a Logic Model, a general framework describing how a program should work, the actions to be taken and the anticipated outcomes. The Logic Model outlines the program's resources, its cultural competence goals and tactics to accomplish these goals. Some successful tactics from this plan include:

- Hiring bilingual and bicultural parent coordinators to make connections with community-based groups
- Training staff on cultural competence
- Translating printed materials into key languages

“After seeing evaluations, it became clear that we had to do better. Part of the reason we received additional funding was to make improvements in engaging families from diverse cultures.”

*– Suzanne Gottlieb,
Director of
Family Initiatives,
Massachusetts
Department of
Public Health*

Case Study 4: Improving Evaluations, Improving Access (cont.)

- Offering culturally relevant resources, for example, expanding sections of the Spanish and Portuguese resources in their Directory of Resources for Families for Children and Youth with Special Health Care Needs.

Collaborate with Experts

Building a Diversity Initiative for Family TIES was a collaborative effort. The team worked closely to develop the right plan and consulted with cultural competence and language access experts from the Massachusetts Department of Public Health and Georgetown University's National Center for Cultural Competence (NCCC).

Build Partnerships with Cultural Brokers

"Our goal was to figure out who our key community leaders in underserved communities were and build relationships," says Suzanne Gottlieb, Director of Family Initiatives at the Massachusetts Department of Public Health. "We wanted to get to a point where there was enough trust and understanding; where these leaders would feel comfortable sharing our information and inviting Family TIES to their communities."

This has resulted in some excellent partnerships. For example, Family TIES was invited to the Haitian American Public Health Association's Community Fair, where they had a display table and presented to more than 250 people. Additional collaborations with the Family-Professional Partners Institute at New England SERVE and the Institute for Community Inclusion at UMass Boston have also resulted in connections with a number of Boston community-based organizations serving Haitian, Chinese, Latino and Eritrean groups.

Engage the Community

Working with cultural brokers, Family TIES staff have found opportunities to engage the community. They have committed a minimum of four hours weekly to community outreach targeting linguistically and culturally underserved populations. For example, they visit community-based organizations, health centers, religious institutions and community centers.

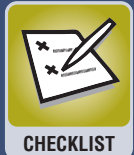
Evaluate and Benchmark

Family TIES marks its progress on a regular basis. In addition to assessments, they seek input from families through focus groups and surveys, and regularly collect REL data from their clients. Since the start of their initiative, FTS has seen gradual improvements in access for and participation by families from diverse cultures. Gottlieb and her staff have become aware of their progress as they have seen more families from diverse backgrounds empowered by FTS's services. By collecting data, they have quantified their progress, which has been encouraging.

With regard to the federal Maternal and Child Health Block Grant report, "the first year we did not see any significant increase," Gottlieb says. "But this year, for the first time, our scoring has improved by a full point. Overall, we have succeeded beyond our wildest expectations—making 42 contacts with diverse organizations in 2008."

"This initiative has impacted everything. We have raised awareness, built confidence and taught skills. Families from so many different backgrounds and cultures are empowered to seek out what they need, knowing they will not be penalized for doing so."

*—Suzanne Gottlieb,
Director of
Family Initiatives,
Massachusetts
Department of Public
Health*



Chapter 4 Checklist: Benchmark

This checklist includes suggested ways for your agency to become more culturally competent. All agencies may not be able to accomplish these right away. Some may be goals for the future. These measures describe specific ways to document CLAS efforts when responding to Requests for Responses (RFRs) and contracts.

Step 1. Appoint a Cultural Competence Committee

- ☐ A cultural competence committee or designated coordinator is appointed to oversee cultural competence.

Step 2. Assess Cultural Competence

- ☐ Agency conducts cultural competence assessments on a regular basis.

Step 3. Frame Cultural Competence within Mission and Goals

- ☐ Organizational mission, vision and goals incorporate cultural competence.

Step 4. Develop a Written, Strategic Plan

- ☐ A written plan, incorporating cultural competence measures, exists.
- ☐ Budgets account for cultural competence initiatives (cultural competence programming, training, data collection, community initiatives, diverse hiring, interpreting and translating, assessments and planning).

Step 5. Evaluate Progress

- ☐ Client satisfaction surveys, focus groups and feedback are used to evaluate adequacy of services for diverse clients.
- ☐ Self-assessments and evaluations are completed on a regular basis.

Step 6. Benchmark

- ☐ Reports of cultural competence measures (assessment findings, patient satisfaction, race/ethnicity and language data) are incorporated into staff meetings, and annual meetings.
- ☐ Services and programs are regularly adapted based on assessment data.

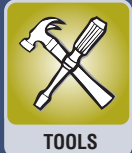
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3. QSource: The Medicare Quality Improvement Organization for Tennessee. *CLAS Standards Implementation Tips*. QSource: The Medicare Quality Improvement Organization for Tennessee. Viewed June 14, 2008 (<http://www.qsource.org/uqiosc>).
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CHAPTER 4: Benchmark: Plan and Evaluate Tools



Tool 4.1: Developing a Cultural Competence Mission
Tool 4.2: Cultural Competence Planning Worksheet
Tool 4.3: Planning and Assessment Tools



Tool 4.1: Developing a Cultural Competence Mission

As you develop a cultural competence plan, begin by assessing how well your mission statement addresses serving racially, ethnically and linguistically diverse clients. Use the following exercise to think about how you can integrate cultural competence into your mission statement.

Sample Mission Statements

Lowell Community Health Center

“To provide caring, quality and culturally appropriate health services to the people of Greater Lowell, regardless of their financial status. We are devoted to enhancing the health of our community and to empowering each individual to maximize his or her overall well-being.”

Massachusetts Department of Public Health

“To serve all the people in the Commonwealth, particularly the under-served, and to promote healthy people, healthy families, healthy communities and healthy environments through compassionate care, education and prevention. Your health is our concern.”

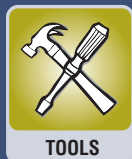
Mission

What is your current mission statement? Write your mission statement below.

What elements of your mission statement apply to serving the needs of racially, ethnically and linguistically diverse populations?

How can you incorporate these elements into your existing mission statement?

New mission statement (incorporating cultural competence)



Tool 4.2: Cultural Competence Planning Worksheet

As you develop your own cultural competence plan, the six areas for CLAS action defined in this guidance manual can serve as a model. Use the worksheet on the following page to develop your own plan.

GOALS					
Foster Cultural Competence	Build Community Partnerships	Collect Diversity Data	Benchmark: Plan and Evaluate	Reflect and Respect Diversity	Ensure Language Access
OBJECTIVES					
<ol style="list-style-type: none"> 1. Understand the need for cultural competence. 2. Develop cultural competence. 3. Deliver culturally competent services. 4. Train staff on cultural competence. 	<ol style="list-style-type: none"> 1. Partner with community organizations. 2. Involve the community. 3. Engage client participation. 4. Share cultural competence knowledge. 	<ol style="list-style-type: none"> 1. Identify key populations. 2. Standardize REL data collection. 3. Integrate data collection into frameworks. 4. Assess needs and areas for improvement. 5. Share relevant data with the community. 	<ol style="list-style-type: none"> 1. Appoint a cultural competence committee. 2. Assess cultural competence. 3. Frame CLAS within vision and goals. 4. Plan. 5. Evaluate progress. 6. Benchmark. 	<ol style="list-style-type: none"> 1. Reflect diversity. 2. Recruit diverse employees. 3. Retain and promote diverse employees. 4. Respond to concerns through culturally competent process. 5. Resolve and prevent cross cultural conflicts. 	<ol style="list-style-type: none"> 1. Identify LEP clients. 2. Assess services and language needs. 3. Plan. 4. Deliver effective language access services. 5. Adapt LEP programs regularly.

Tool 4.2: Cultural Competence Planning Worksheet (cont.)

Outline Goals for Action Area 1: Foster Cultural Competence

Goal 1: Increase Cultural Competence Awareness and Offer Training

Describe activities (What steps or tasks do you need to accomplish to achieve your goals?)
You can use the steps in the chapter guide as action steps. The checklists at the end of each chapter can serve as model indicators of progress.

Goal 1: Increase Cultural Competence Awareness/Offer Training				
Action Steps	Resources Needed	Person Responsible	Indicators of Progress	Deadlines
1				
2				
3				
3				
4				
5				
6				

Outline Goals for Action Area 2: Build Community Partnerships

Goal 2: Build Community Partnerships

Describe activities (What steps or tasks do you need to accomplish to achieve your goals?)
You can use the steps in the chapter guide as action steps. The checklists at the end of each chapter can serve as model indicators of progress.

Goal 2: Foster Community Partnerships				
Action Steps	Resources Needed	Person Responsible	Indicators of Progress	Deadlines
1				
2				
3				
3				
4				
5				
6				

Tool 4.2: Cultural Competence Planning Worksheet (cont.)

Outline Goals for Action Area 3: Collect Diversity Data

Goal 3: Collect Race, Ethnicity and Language Data

Describe activities (What steps or tasks do you need to accomplish to achieve your goals?)

You can use the steps in the chapter guide as action steps. The checklists at the end of each chapter can serve as model indicators of progress.

Goal 3: Collect Race, Ethnicity and Language Data				
Action Steps	Resources Needed	Person Responsible	Indicators of Progress	Deadlines
1				
2				
3				
3				
4				
5				
6				

Outline Goals for Action Area 4: Benchmark

Goal 4: Benchmark: Plan and Assess Cultural Competence

Describe activities (What steps or tasks do you need to accomplish to achieve your goals?)

You can use the steps in the chapter guide as action steps. The checklists at the end of each chapter can serve as model indicators of progress.

Goal 4: Benchmark: Plan and Assess Cultural Competence				
Action Steps	Resources Needed	Person Responsible	Indicators of Progress	Deadlines
1				
2				
3				
3				
4				
5				
6				

Tool 4.2: Cultural Competence Planning Worksheet (cont.)

Outline Goals for Action Area 5: Reflect and Respect Diversity

Goal 5: Hire and Retain a Reflective Workforce

Describe activities (What steps or tasks do you need to accomplish to achieve your goals?)

You can use the steps in the chapter guide as action steps. The checklists at the end of each chapter can serve as model indicators of progress.

Goal 5: Hire and Retain a Reflective Workforce				
Action Steps	Resources Needed	Person Responsible	Indicators of Progress	Deadlines
1				
2				
3				
4				
5				

Outline Goals for Action Area 6: Ensure Language Access

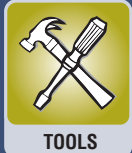
Goal 6: Ensure Language Access

Describe activities (What steps or tasks do you need to accomplish to achieve your goals?)

You can use the steps in the chapter guide as action steps. The checklists at the end of each chapter can serve as model indicators of progress.

Goal 6: Ensure Language Access				
Action Steps	Resources Needed	Person Responsible	Indicators of Progress	Deadlines
1				
2				
3				
4				
5				

Portions adapted from: *Taking Community ACTION on Health Disparities: The Critical MASS Toolkit*. Critical MASS to end health disparities. Available at <http://www.enddisparities.org/criticalmasstoolkit.html>.



Tool 4.3: Cultural Competence Planning and Assessment Tools

Cultural Competence Planning Tools

Cultural and Linguistic Competence Plan Template

Cultural Competence Action Team, TA Partnership

http://www.tapartnership.org/learning_opp/docs/CLCPlanTemplate.pdf

This sample cultural and linguistic competence plan provides an example of the elements of a cultural and linguistic plan for systems of care communities. Based on a theory-based logic model and designed to ensure that all of the services and strategies are designed and implemented within the cultural linguistic context of the individuals served.

Cultural and Linguistic Competence Plan Requirements

California Department of Mental Health

http://www.dmh.cahwnet.gov/DMHDocs/docs/notices03/03-06_Attach_1.doc

This document, which is used by the California Department of Mental Health, offers an example of elements required in cultural competence plans of CDMH contracted providers.

Innovation Network

<http://www.innonet.org>

The Innovation Network is a nonprofit organization that shares planning and evaluation tools and know-how. This Web site offers online tools including organizational assessment tools, a logic model builder, publications, planning and evaluation links and other capacity building resources.

Program Development and Evaluation

University of Wisconsin – Extension

<http://www.uwex.edu/ces/pdande/index.html>

Resources available on the PD&E Web site include a Logic Model and a Program Development model.

Assessment Tools

Conducting a Cultural Competence Self-Assessment

Developed by Dennis Andrulis, SUNY/Downstate Medical Center, Brooklyn, NY

<http://erc.msh.org/provider/andrulis.pdf>

Offers the rationale, a step-by-step process and questionnaire to conduct an organizational cultural competence audit.

Tool 4.3: Cultural Competence Planning and Self-Assessment Tools (cont.)

Cultural Competency Health Practitioner Assessment (CCHPA)

National Center for Cultural Competence, Georgetown University

<http://www11.georgetown.edu/research/gucchd/nccc/features/CCHPA.html>

A cultural competence assessment developed by the NCCC at Georgetown University.

Cultural Competence Resources for Health Providers

U.S. Department of Health and Human Services

Health Resources and Services Administration

<http://www.hrsa.gov/culturalcompetence/>

Cultural competence resources for health providers including:

- Cultural and Linguistic Competence Policy Assessment (CLCPA)
- Cultural Competence Health Practitioner Assessment
- Indicators of Cultural Competence in Health Care Delivery Organizations: An Organizational Cultural Competence Assessment Profile
- Provider's Guide to Quality & Culture
- Cultural Competency Organizational Self-Assessment (OSA) Question Bank

El Paso Cultural Competency Organizational Self-Assessment Toolkit

El Paso County Colorado Greenbook Initiative

http://www.thegreenbook.info/documents/El_Paso_Toolkit.pdf

This toolkit includes a guide for implementation planning, communication materials, assessment tools and resources. It also includes shared experiences of past users.

Improving communication—improving care:

The AMA Ethical Force Program Toolkit

The Ethical Force Program, American Medical Association

<http://www.ama-assn.org/ama/pub/category/18225.html>

An organizational performance assessment toolkit designed to help organizations meet the needs of diverse client populations. Can help assess how effectively your organization communicates, so you can target resources for improvement in needed areas.

Patient Satisfaction Surveys

American Medical Association

<http://www.ama-assn.org>

Sample patient satisfaction surveys developed by the American Medical Association.